



National
Qualifications

Childcare and Development Project

General assessment information

This pack contains general assessment information for centres preparing candidates for the project Component of Higher Childcare and Development Course assessment.

It must be read in conjunction with the specific assessment task for this component of Course assessment which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for Higher Childcare and Development project.

This Component is worth 100 marks. This is 100% of the overall marks for the Course assessment. The Course will be graded A-D.

The Course assessment has no other Components.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 100% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the Component in the *Course Assessment Specification*. These are:

- ◆ explain child development
- ◆ analyse factors that influence development
- ◆ explain and evaluate theories of development
- ◆ investigate initiatives and strategies used to inform current childhood practice
- ◆ investigate current services that support a chosen child or young person
- ◆ explain the role and responsibilities of professionals in contributing to the development of a chosen child or young person
- ◆ research, investigate, analyse, evaluate and present information

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a **project** in which the candidate will investigate the needs of a chosen child or young person and the range of ways that professionals and other people can meet those needs.

Assessment overview

The project requires candidates to apply skills, knowledge and understanding gained during the Course. The task is to carry out an investigation into the needs of a chosen child or young person and the range of ways in which the professional and others can meet those needs.

Prior to starting the project, assessors should ensure that candidates have had opportunities to develop – and get feedback from the assessor and others on – their planning, task management, presentation and investigation skills during the Course. They should also have experience of accessing a range of types of sources of information, and should understand the importance of checking the validity and reliability of any information they use in their work. Candidates should know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use. The assessor will decide when the candidate is ready to start the assessment task.

Candidates will be given a selection of briefs, provided by SQA, to choose from. The candidate may choose either the brief or the child or young person that they will focus their project on, first. The assessor will provide guidance on the briefs and ensure that candidates are clear about what each brief entails. Candidates will meet the same project requirements, whatever brief they choose.

Each brief will give information about the focus for the investigation and will be phrased as a question to which candidates must draw a conclusion. Examples include:

- ◆ What are the needs of a child or young person in transition from one level of education to another?
- ◆ Why do childcare workers have to be registered with a professional body?

Anonymity, confidentiality and ethics

Depending on how the candidate responds to their brief, they may want to refer to cases studies that are in the public domain. Appropriate sources for these case studies could be books, newspapers, magazines, professional journals, TV, childcare websites and other relevant websites, specialist videos, visiting speakers etc.

The child or young person that the candidate chooses to investigate can be someone they have read about in a case study, newspaper article, met on placement or someone they know. It may be helpful for the candidate to produce a short description of their chosen child or young person at this stage including, for example, age and family background.

This is not a practice-based Course and does not involve primary research. This project therefore does not require the candidate to have direct contact with children or young people. If there is a situation where the candidate thinks this might be relevant, then they **must** discuss the suitability of this with their assessor **before** starting the project. If the assessor agrees, then appropriate permission from the relevant person(s) **must** be sought and granted before undertaking the project. In this case, the candidate must change the name of the subject and take any other appropriate steps in order to maintain their anonymity throughout the project.

Throughout the project, care should be taken to ensure that appropriate safeguards and boundaries are established in relation to real people and that privacy, confidentiality and anonymity are maintained at all times.

Candidates should follow **relevant ethical guidelines** from any appropriate regulatory body when required.

Carrying out the investigation

Candidates will carry out an investigation over a period of time into their chosen brief and present their response to the following prompts in relation to their chosen child or young person:

- ◆ Explain three aspects of child development.
- ◆ Analyse four factors that influence development.
- ◆ Explain three theories of development.
- ◆ Evaluate the three chosen theories of development.
- ◆ Analyse two strategies and/or initiatives.
- ◆ Explain two current services that support the chosen child or young person.
- ◆ Explain the role and responsibilities of two professionals.
- ◆ Provide a conclusion about the question posed in the brief.
- ◆ Present at least five appropriate pieces of referenced information from a variety of sources.

All sources of information used in the report must be relevant, appropriate and credible. If unsure, candidates should check this with their assessor. Candidates

should always make a full note of the source of each piece so that they can reference it appropriately in the project. This means that the source of the information could be easily found by someone else. When using information in their report, candidates should amend or adapt the information unless they are using it as a direct quote. They can use graphs, charts, tables, diagrams, text or any other suitable information in their report.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a period of time. Candidates should start their project at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course. If any candidates require more than what is deemed 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of the qualification.

Prior to starting the project, assessors should ensure that candidates:

- ◆ have had opportunities to develop – and get feedback from the assessor and others on – their planning, task management, presentation and investigation skills in other contexts during the Course
- ◆ have experience of accessing a range of types of sources of information, and that they understand the importance of checking the validity and reliability of any information they use in their work
- ◆ know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use.

Evidence which meets the requirements of this Component of Course assessment will be between 3,000 and 4,000 words, excluding references, footnotes and appendices. The candidate must provide the word count for the completed report, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

The report may be produced in written form or word-processed. Whichever format is used, the assignment should be submitted on paper to SQA for marking.

There are no restrictions on the resources which candidates may have access to during the project.

Candidates must undertake the project independently.

Reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much assistance.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of child or young person, brief and their approach to the brief, before they start the project

At any stage in the project, reasonable assistance does **not** include:

- ◆ directing candidates to specific sources or resources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to timescales or not

The project will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress

Assessors should not mark this assessment before it is submitted to SQA. All reports will be externally marked by SQA.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ the candidate's report

General Marking Instructions

In line with SQA's normal practice, the following general marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

General Marking Principles for the project

This information is provided to help you understand the general principles you must apply when marking candidate responses to this project. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The term 'or any other acceptable response' is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the Detailed Marking Instructions or not.
- (d) Prompts that ask candidates to *explain* require them to relate cause and effect and/or make relationships between things clear.
- (e) Prompts that ask candidates to *analyse* require them to identify relevant pieces of information, the relationship between them, and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting or any other relevant type of analysis.
- (f) Prompts that ask candidates to *evaluate* require them to make a judgement based on criteria such as strengths and/or weaknesses or advantages and/or disadvantages.
- (g) Prompts that ask candidates to *provide a conclusion* require them to provide a reasoned opinion supported by information or data.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information.
- (i) Marks for the response to a prompt will be allocated at any relevant point in the report where the evidence occurs. There is no requirement

for the report to follow any particular order: the structure of the report does not need to follow the order of the prompts.

Detailed Marking Instructions for Higher Childcare and Development project

Item	Prompt	Max mark	Marking instructions	Additional notes on judging the evidence
A	Explain 3 aspects of child development	12	<p>Marks will be awarded for explaining up to three aspects of development that are clearly related to the brief and the chosen child or young person.</p> <p>A maximum of 4 marks can be awarded for each aspect of child development.</p> <p>For each of the three aspects of child development:</p> <ul style="list-style-type: none"> ◆ 1 mark for a point of explanation – or a development of a point of explanation – of the aspect that is clearly relevant to the brief and the chosen child or young person. 	<p>An explanation requires the candidate to relate aspects of child development to the brief and the chosen child or young person and make the relationship between them clear.</p> <p>Aspects of development could include: cognitive; emotional; linguistic; physical; social or any other relevant aspects of development.</p>
B	Analyse 4 factors that influence development	20	<p>Marks will be awarded for analysing up to 4 factors that influence development which are clearly related to the brief and the chosen child or young person.</p> <p>A maximum of 5 marks can be awarded for each factor that influences development.</p>	<p>An analysis requires the candidate to identify factors that influence development, the relationship between them, and their relationships to the brief and the chosen child or young person. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.</p>

			<p>For each of the four factors that influence development:</p> <ul style="list-style-type: none"> ◆ 1 mark for a point of analysis – or a development of a point of analysis – of the factor that is clearly relevant to the brief and the chosen child or young person. 	<p>Factors that influence development could include: cultural; economic; environmental; genetic; familial; political; social; technological or any other relevant influence. Factors that influence development could be positive or negative.</p>
C	Explain 3 theories of development	15	<p>Marks will be awarded for explaining three theories of development that are clearly related to the brief and the chosen child or young person.</p> <p>A maximum of 5 marks can be awarded for each theory of development.</p> <p>For each of the three theories of development:</p> <ul style="list-style-type: none"> ◆ 1 mark can be awarded for identifying a theory that is clearly relevant to the brief and the chosen child or young person ◆ 2 marks can be awarded for a description of this theory ◆ 2 marks can be awarded for a point of explanation – or a development of a point of explanation – of the theory 	<p>An explanation requires the candidate to relate a theory of development to the brief and the chosen child or young person and make the relationship between them clear.</p> <p>Candidates can refer to classical and/or contemporary theories of development and must use appropriate terminology to support their chosen theories.</p>
D	Evaluate the 3 chosen theories of development	15	<p>Marks will be awarded for evaluating three theories of development that are clearly related to the brief and the chosen child or young person.</p>	<p>An evaluation requires the candidate to make a judgement about theories of development based on criteria, such as the strengths and/or weaknesses or the advantages and/or</p>

			<p>A maximum of 5 marks can be awarded for each theory of development.</p> <p>For each of the three theories of development:</p> <ul style="list-style-type: none"> ◆ 1 mark for a point of evaluation – or a development of a point of evaluation – of the theory that is clearly relevant to the brief and the chosen child or young person. 	<p>disadvantages of the chosen theories in relation to the brief and the chosen child or young person.</p>
E	Analyse two strategies and/or initiatives	12	<p>Marks will be awarded for analysing 2 strategies and/or initiatives that are clearly related to the brief.</p> <p>A maximum of 6 marks can be awarded for each strategy and/or initiative.</p> <p>For each of the two strategies/initiatives:</p> <ul style="list-style-type: none"> ◆ 2 marks for a point of analysis – or a development of a point of analysis – in relation to the strategy or initiative that is clearly relevant to the brief and the chosen child or young person. 	<p>Analysis requires the candidate to identify strategies and/or initiatives, the relationships between them and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.</p> <p>Candidates can refer to any current relevant initiative or strategy. At the time of publication these included Play strategy; Curriculum for Excellence; GIRFEC; Child Smile; Every Day is a Learning Day; Pre Birth to Three Guidelines; Better Eating Better Learning.</p>
F	Explain the ways that two current services may support the chosen child or young	10	<p>Marks will be awarded for explaining two current services that support children and young people that are clearly related to the brief and the chosen child or young person.</p>	<p>An explanation requires the candidate to relate the current services to the brief and the chosen child or young person and make the relationship between them clear.</p>

	person		<p>A maximum of 5 marks can be awarded for each service that supports children and young people.</p> <p>For each of the two services:</p> <ul style="list-style-type: none"> ◆ 1 mark for identification of a current and appropriate service that may support the chosen child or young person and is related to the brief. ◆ 2 marks can be awarded for a description of this service. ◆ 2 marks can be awarded for a point of explanation relating to the brief and the chosen child or young person. 	<p>Candidates can refer to any current service that supports their chosen child or young person in relation to the brief.</p>
G	Explain the role and responsibilities of two professionals who support the chosen child or young person	8	<p>Marks will be awarded for explaining the role and responsibilities of two professionals who support the chosen child or young person and who are clearly related to the brief. A maximum of 4 marks can be awarded for each professional.</p> <p>For each of the two professionals:</p> <ul style="list-style-type: none"> ◆ 2 marks for a description of the role and responsibilities. ◆ 2 marks for a point of explanation relating to the brief and the chosen child or young person. ◆ 1 mark for a point of explanation – or a development of a point of explanation – about 	<p>Explanation requires the candidate to relate the roles and responsibilities of the identified professionals to the chosen child or young person and the brief and make the relationship between them clear.</p> <p>Candidates can refer to any professional contributing to the development of the chosen child or young person.</p> <p>Appropriate professionals may include GPs, Health Visitors, Teachers, Early Years Workers, Social Workers, Classroom Assistants, Speech and language Therapists, Psychologists, Play</p>

			their role and responsibilities which is clearly relevant to brief.	Workers, Youth Workers or any other reasonable example.
H	Provide a conclusion about the question posed in the brief	5	<p>Marks will be awarded for reaching conclusion(s) which are clearly related to the question posed in the brief, supported by information or data.</p> <ul style="list-style-type: none"> ◆ 1 mark for each point of conclusion – or a development of a point of conclusion – that is clearly relevant to the brief. <p>These marks can be allocated throughout the report, and do not need to be awarded only at the end of the report.</p>	<p>Providing a conclusion requires candidates to provide a reasoned opinion about the question posed in the brief, supported by information or data.</p> <p>Although candidates are likely to reach an overall conclusion in relation to the question posed in the brief at the end of the report, marks for points of conclusion will be awarded at any point in the report.</p>
I	Present at least five appropriate pieces of referenced information from a variety of sources	3	<p>Candidates will be awarded up to 3 marks for presenting referenced information in an appropriate way.</p> <p>No more than 1 mark will be awarded where candidates present fewer than five accurate pieces of referenced information.</p> <ul style="list-style-type: none"> ◆ 3 marks can be awarded for accurate referencing. ◆ 2 marks can be awarded for mainly accurate referencing. ◆ 1 mark can be awarded for referencing that contains inaccuracies. ◆ 0 marks awarded for no attempt at referencing. 	<p>Information should be referenced in such a way that the source of the information could be easily found by someone else.</p> <p>The information should be used appropriately within the report.</p> <p>Appropriate sources for this information could be books (including electronic books), newspapers, magazines, professional journals, TV, childcare websites and other relevant websites, specialist videos, visiting speakers etc.</p>

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
2.0	<p>Language throughout document amended to ensure focus of research is based on a chosen child or young person. Additional information added regarding chosen child or young person (page 4).</p> <p>Detailed Marking Instructions – amendments to prompts A, B, C, D, E, F, G and I regarding the focus on a child or young person and the brief. Amendments to the Additional notes on judging the evidence from prompts G and E to give clarification. Prompt F has been amended to allow the candidate to focus the current services on the chosen child or young person. Prompt G now asks the candidate to ‘explain’ rather than ‘analyse’ the role of professionals supporting the chosen child or young person.</p> <p>Assessment Conditions section – clarification regarding word count added.</p>	Qualifications Manager	September 2015
3.0	<p>Detailed Marking Instructions – Amendment made to Marking Instructions for Prompt C (page 10) to further break down the allocation of marks.</p>	Qualifications Manager	September 2016

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